DOCUMENT RESUME

ED 139 482 JC 770 305

AUTHOR Creamer, Don G.; Rippey, Donald T.
TITLE Student Development Education: Implications for Teaching, Counseling and Administration.
NOTE 35p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Administrator Role; Behavior Development; Change Strategies; Community Colleges; *Counseling Instructional Programs; *Counselor Role; Interprofessional Relationship; *Junior Colleges; Junior College Students; Models; Objectives; Performance Based Education; Self Actualization; Student Centered Curriculum; Student Development; *Student Needs; *Teacher Role
IDENTIFIERS *Student Development Education

ABSTRACT

This paper defines student development education as a concept which refers to professional roles of administrators, instructors, and counselors in a competency-based learning system designed to enable students to become more of what they want to be. A student development model is delineated whose essential components include student goal setting in collaboration with institutional professionals, assessment of position relative to goals, use of change strategies (instruction, consultation, milieu management) to bring about development toward goals, and evaluation to determine the extent to which goals are met and whether new goals are necessary. A taxonomy of behaviors of the well-developed student is outlined, based on three categories of student development needs: the development of knowledge, skills, and attitudes, of self-determination, and of the ability to control one's environment. The specific professional role responsibilities of administrators, instructors, and counselors in relation to each behavior are illustrated, and the implications and applications of the student development concept for each of these professionals are reviewed. Implementation of student development education requires review and possible revision of course objectives, program objectives, and professional objectives, as well as competency development of professionals. Possible strategies to be used in initiating these changes are suggested. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED139482

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STUDENT DEVELOPMENT EDUCATION:

IMPLICATIONS FOR

TEACHING, COUNSELING AND ADMINISTRATION

By

Don C. Creamer
Associate Professor for Community College Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia
(Former Dean of Students, El Centro College, Dallas, Texas)

Donald T. Rippey
Professor of Community College Education
The University of Texas
Austin, Texas
(Former President of El Centro College, Dallas, Texas)

JC 770 305

STUDENT DEVELOPMENT EDUCATION: IMPLICATIONS FOR TEACHING, COUNSELING AND ADMINISTRATION

Don G. Creamer
Donald T. Rippey

Education is a divided institution. It is divided both from within itself and from other segments of society. These divisions are not the result of a grand scheme calculated to subvert the purposes of education; rather, they are more the result of powerful societal forces tugging in several directions at the basic reasons for the existence of education--the development of human beings.

What shall they be, these products of education? Shall they be more like society and thus better able to serve it, or shall they be staunchly individualistic principally serving themselves and possibly trying to reform society? What is a well developed human being? What is such a person like? What can such a person do?

Education has become a divided institution partly in an attempt to find answers to these questions. More and more things to know in increasing complexity and in specialized forms pulled education toward solutions to these questions which resulted in the curricularization of knowledge. Since all people cannot know everything at once, let the human being make choices; let the human being develop in pieces. On the other hand, the requirements of society, despite its complexity--or perhaps also because of it--demand an integrated, fully functioning human being. To fulfill the requirements of many jobs, including the demands of citizenship in a democracy, the human being must be a complete person, knowledgeable in many areas, able to live with other human beings, and able to see the virtues of both individual and societal goals.

Education has been torn apart; now it must be carefully stitched together, taking care not to ignore any of its important parts.

The student development education concept is an attempt to weave the basic fabric of education together again--not into a grand pattern with a single design, but rather into a complete tapestry with kaleidoscopic possibilities of design.

Student development education is a concept which enables educators to explore an ideal result of the college experience--that students become more of what they desire to be. The purpose of this paper is to discuss what educators can do to cause that result.

What Is The Student Development Education Concept?

Student development is not a term with a singular meaning. It may be seen as an understanding of how people learn. It may be seen as a description of what professionals do in college. It even may be seen as an approach to organizing an entire college.

A college is a setting where educational resources are marshalled in order to systematize experiences to produce predictable results in learners. These resources may be organized in innumerable ways. The argument here simply is that they ought to be organized for student development. The human resources, the physical resources, the fiscal resources all should be so structured that student development is a predictable result of the college experience.

Student development education possesses several explicit characteristics. The concept

focuses on outcomes in students

relies on gestaltist educational philosophy

depends on developmental learning theory

demands integrated learning strategies involving all available resources of the college

prescribes educational functions for all professional employees, and

requires continuous collaboration among all persons involved in helping students to reach their goals

Further, student development education can be seen as a process of professional activities designed to promote learning. Chart I shows a linear process of activities or competencies appropriate for all professional roles in education which when applied to specific learning or management activities characterize a systematic process leading to the achievement of predictable results.

CHART I[1]
(See page 3a)

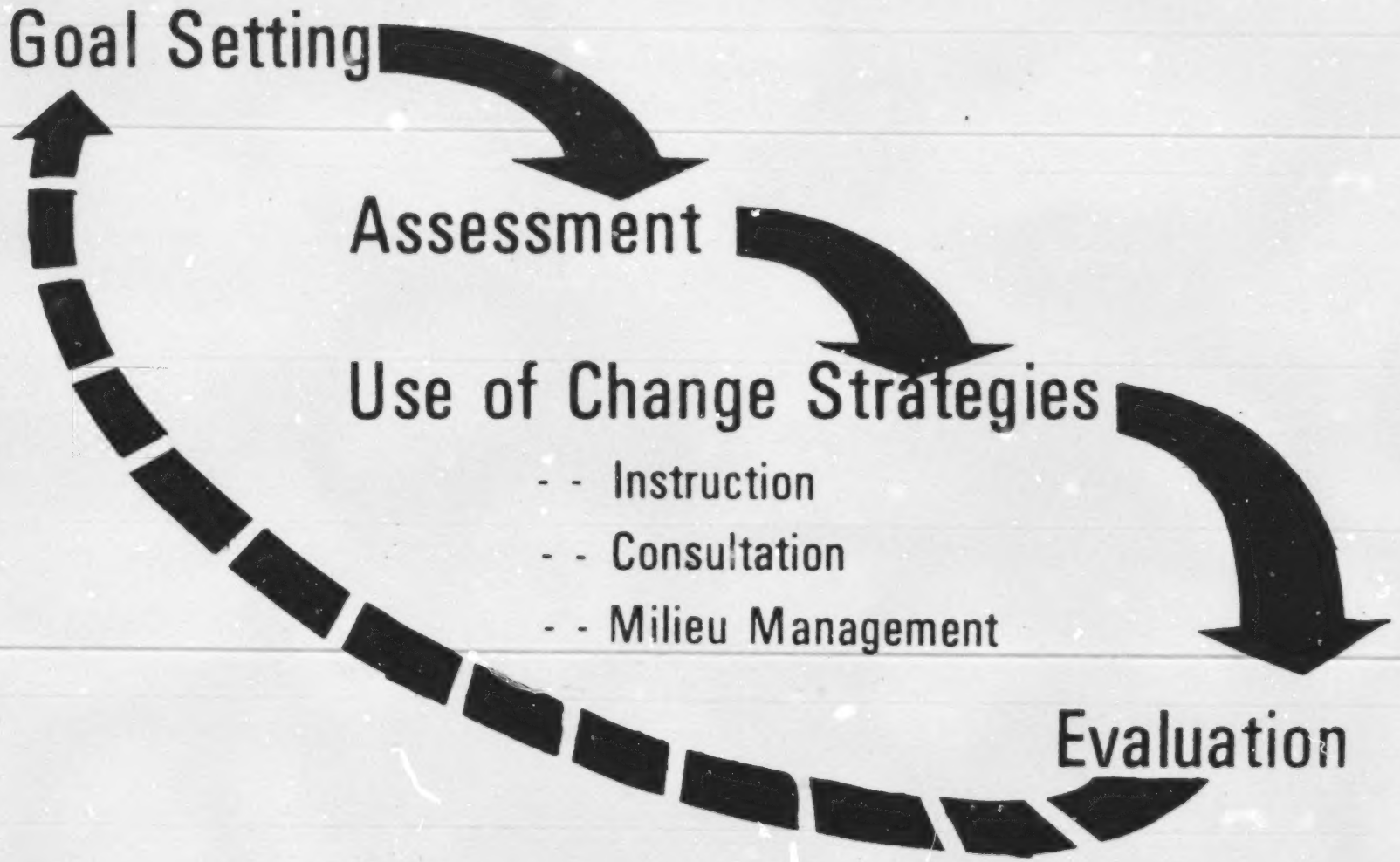
The terminology of student development needs definition and discussion. Definitions follow immediately; then discussion showing how these competencies or professional acts relate to developmental needs of students is presented in subsequent sections.

---

[1]The concepts for this view of student development were taken from "A Student Development Model for Student Affairs in Tomorrow's Higher Education," Journal of College Student Personnel 16:334-341, July, 1975.

CHART I

STUDENT DEVELOPMENT PROCESS



Goal setting is a collaborative process between learner, professional, and other resource persons to clearly and accurately determine what is to be learned or achieved. Collaboration should be underscored. It is essential to the process. Without collaboration goal setting is perfunctory and ritualistic, but worst of all, it may be counter-productive to student development.

Assessment refers to a process of determining where a learner already is in relation to his goals so that he may start there instead of somewhere else. Assessment may be a complicated process. It certainly is a professional act requiring specialized knowledge. For our purposes here, it is most important to see that assessment procedures vary from observation to mathematical analysis depending on the goals to be achieved.

The use of change strategies refers to the options available to professionals to bring about development in others. The professional may instruct, consult, or manage the milieu of the learner. Each strategy potentially facilitates certain developmental dimensions of students. A definition of each strategy and a reference to the developmental strength of each strategy follows:

Instruction

Instruction is a strategy appropriate to deal with a knowledge or skill differential between teacher and learner. The college is organized around bodies of knowledge or disciplines known to be needed in our society. Persons with greater knowledge or skill in these disciplines are employed to teach those with lesser knowledge or skill. Development occurs in the learner by the acquisition of knowledge or skill.

Consultation

Consultation is a strategy in which the basis for action is a need in another person (or group, or organization) who believes that this need will be met better if intervention occurs from a person with expertise in behavior change. A person may seek consultation because he wants advice, modeling, counseling, technology, information, or support from someone with another perspective. Development occurs in the learner as a result of consultation inputs moving him toward a self-determined goal.

Milieu Management

Milieu management is a strategy which marshals all available resources to shape environments in ways which will facilitate desired change. Skillful use of this strategy depends upon a solid understanding of campus ecology, management theory, social systems, and the behavioral sciences. Development is facilitated as a result of the total milieu being structured toward common goals. Development occurs in the learner when milieu resources are used as instruments to reach self-determined goals.

Evaluation refers to a process of determining whether the original goals were met. Further goal setting activity usually is indicated following the evaluation process whether the original goals were met or not. If they were met, new goals are indicated; if they were not met, revised goals should be set.

What is most important in the student development process is that it defines the work of teachers, counselors, and administrators alike! If our work is seen from the student development point of view it is no longer necessary to see ourselves as performing a unique function for students. All of us are doing precisely

the same thing, at least in terms of process. The specific actions prescribed by the Student Development Education concept for certain roles including administration, teaching, and counseling will be discussed below; however, emphasis should remain on their similarities even when examining their special characteristics.

Developmental Needs of Students

All developmental needs of students can be classified into one or more of three categories:

1. The development of knowledge, skills, and attitudes
2. The development of self determination
3. The development of an ability to control one's environment

These categories of developmental needs of students were introduced earlier in the definitions of student development change strategies. Shown here as a taxonomy of needs, the point should be underscored that each vector of the taxonomy may be best accomplished by a particular professional competency normally practiced by a specialized professional person. For example, normally teachers are most skillful in the use of instruction as a change strategy which in turn is a strategy best suited to the development of knowledge, skill, and attitudes in students. Counselors typically are seen to possess particular skill in consultative strategies with students, which usually promotes self determination as a developmental need of students. Finally, administrators normally use milieu management competencies most often in their work which is a strategy especially suited for the developmental need of students to learn to use their own

environment to their advantage. Thus, each traditional role in college can be characterized in terms of the student development competency most often needed to conduct the work associated with that role and in terms of the most likely outcome in student behavior. However, the question is, "Is this the best way to organize for student development?" Probably not.

The student development education approach requires the use of all change strategies by all professional groups working in concert to meet all developmental needs of students. While the emphasis may remain different, an administrator must become skillful in the use of instruction and consultation as well as milieu management; instructors must become competent in the use of consultation and milieu management as well as instruction; and counselors must learn to use instruction and milieu management with equal skill as they use consultation.

Thus, each traditional role must assume responsibility to help students to meet their needs in all three developmental areas. This requirement will alter the traditional roles of teachers, counselors and administrators. In a sense, each must become more like the other. Ultimately, these "traditional" roles may blur or blend or maybe even disappear. In the meantime, the roles do exist and they need to be redefined in terms of their particular responsibility in student development education.

In order to understand the particular roles of administration, teaching, and counseling, it is necessary to examine what behaviors in students are to be sought. What would a well developed student be able to do?

A team of professionals at El Centro College in Dallas, Texas, has answered this question as shown below:

A well developed student can:

1. Locate, use and enjoy knowledge, facts, and skills

AND

   a. Has acquired a saleable skill and/or is prepared to succeed in further academic study
   b. Has organized knowledge into a satisfying value system compatible with society's values
   c. Values fellow human beings and relates politics to social justice
   d. Has expanded ability to discriminate between beauty and ugliness
   e. Has acquired skills appropriate to the maintenance of good physical and mental health
   f. Has acquired communication skills adequate for the maintenance of own life style, employment needs, and further study

2. Understand self and this world well enough to plan own life and to make realistic life decisions

AND

   a. Views self with honesty and realism; personal view is generally congruent with others
   b. Realistically understands local, state, and national and international forces that affect own life and acts on it

c. Can identify and choose life options in terms of their value, chances for achievement, and importance for self

3. Make effective use of environment to assist in achieving own goals

AND

a. Can identify and use the portions of environment that are subject to personal influence

b. Has sufficient confidence and skills necessary to cope positively with own life situations

c. Understands and can use the social and political systems to individual advantage and to the advantage of others

d. Understands the effect of personal acts on society and accepts the consequences of personal acts

This statement outlines major categories of developmental needs of students as seen by certain professionals at El Centro College. What then is the job of each professional employee to help students to meet these needs?

The Professional Roles in Student Development Education

The respective responsibilities of administrators, instructors, and counselors in the El Centro plan are shown on the following pages in Charts II, III, and IV.

CHART II

DEVELOPMENTAL VECTOR #1
KNOWLEDGE, SKILLS, AND ATTITUDES

STUDENT OUTCOME/COMPETENCY: A well developed student can locate, use and enjoy knowledge, facts, and skills.

Developmental Need of Students	PROFESSIONAL ACTION FOR		
	Administrator	Instructors	Counselors
1. Has acquired a saleable skill and/or is prepared to succeed in further academic study	1a Establish, maintain, and evaluate all classes and programs with the criterion of skill/knowledge acquisition and success in future work	1b Organize course objectives so that successful mastery will provide each student the confidence and knowledge to master successfully succeeding courses/tasks	1c Assist instructors and students in choosing and in accomplishing a program to acquire a saleable skill and/or preparation for further academic study
2. Has organized knowledge into a satisfying value system consistent with society's values	2a Create an atmosphere to expose students to a variety of life styles	2b Teach so that students may practice analysis and conceptualization of knowledge as it relates to values	2c Provide opportunities for students to organize their values into a complete system
3. Appreciates fellow human beings and relates politics to social justice	3a Create, maintain, and evaluate the college climate to insure social justice. Uses college politics to advance college goals	3b Create a classroom environment that permits and encourages social interaction designed to maximize the worth and contributions of each individual	3c Act as a resource for administration and faculty in devising and in accomplishing strategies to increase caring about others both individually and collectively

CHART II
(Continued)

Developmental Need of Students	PROFESSIONAL ACTION FOR		
	Administrator	Instructors	Counselors
	4a	4b	4c
4. Has expanded ability to discriminate between beauty and ugliness	Create an atmosphere of beauty; expose students to generally accepted examples of beauty in all areas	Teach so that students may see and may understand the beauty inherent in organized knowledge, in the immediate environment, and in people	Provide an environment of beauty especially in human relationship and caring for self and others
	5a	5b	5c
5. Has acquired skills appropriate to the maintenance of good physical and mental health	Provide specific learning opportunities for development of physical skills and mental health	Recognize and reward psychomotor growth wherever appropriate. Organize material and make assignments in accordance with good physical and mental health	Provide programs for out-of-class learning in physical and psychological growth
	6a	6b	6b
6. Has acquired communication skills adequate for the maintenance of own life style, employment needs, and further study	Insure that all college activities promote open, honest communication among the college community	Plan and conduct classroom activities to promote frequent practice in developing oral and written communication skills	Assist instructors to design learning experiences which include communication skill development; plan other activities which promote human communication including nonverbal skills

Page 9b

CHART III

DEVELOPMENTAL VECTOR #2
SELF DETERMINATION

STUDENT OUTCOME/COMPETENCY: A well developed student can understand self and this world well enough to plan own life and to make realistic life decisions.

Developmental Need of Students	PROFESSIONAL ACTION FOR		
	Administrators	Instructors	Counselors
7. Views self with honesty and realism; personal view is generally congruent with others	7a Insure that every class and college activity provides some opportunity for realistic but non-destructive feedback for every human involved	7b Provide frequent, honest, feedback to students relating to their class work and to the mastery of course objectives	7c Assist faculty and students in activities leading to students gaining an honest self concept
8. Realistically understands local, state, national and international forces that affect own life and acts on it	8a Assist instructors to insure that course content and college activities relate local, state, national, and international forces to the here and now of students' lives	8b Make a real effort to listen to students' perceptions of their world which hampers their establishing and attaining life goals. Act on this information by creating course objectives that will assist students to overcome real life frustrations	8c Provide programs designed to enable faculty, administration and students to understand the psychology of power on individuals and on groups
9. Can identify and choose life options in terms of their value, chances for achievement, and importance for self	9a Provide information concerning life options, assist students in their choices, in their assessment of these choices, and in revising their choices when indicated	9b Recognize that every course is a means to an end--not an end in itself. Spend as much time assisting students to relate the course objectives to their life as is spent in mastering the course content itself	9c Provide information and assistance for students in creating realistic life plans, in altering them, and in coping with crises in these plans

Page 9c

CHART IV

DEVELOPMENTAL VECTOR #3
USE OF ENVIRONMENT

STUDENT OUTCOME/COMPETENCY: A well developed student can make effective use of environment to assist in achieving own goals.

Developmental Need of Students	PROFESSIONAL ACTION FOR		
	Administrators	Instructors	Counselors
10. Can identify and use the portions of his environment that are subject to personal influence	10a Structure the college to enable students to know, use, modify the college environment	10b Teach so that knowledge is related to living and illustrate how it enables man to control his environment	10c Provide examples and data illustrating the various techniques and strategies of producing change in others and/or in persuading others
11. Has sufficient confidence and skills necessary to cope positively with own life situation	11a Promote opportunities in every class and in many other activities to enable students to practice coping skills and to gain social confidence	11b Provide opportunities in all classes for students to practice skills demanded of effective persons with a high level of self-confidence	11c Be the strongest institutional resource for confidence-building and for teaching the techniques of coping with stress
12. Understands and can use the social and political systems to individual advantage and to the advantage of others	12a Insure that courses, activities and programs include facts, experiences, and safe opportunities to learn about and to practice political and social change strategies	12b Provide class activities of supervised practice in the use of social and political systems	12c Provide out-of-class experiences in the use of social and political systems
13. Understands the effect of personal acts on society and accepts the consequences of personal acts	13a Structure all activities to insure that responsibility and consequences are integral with opportunity and power	13b Structure course objectives and classroom environment to illustrate the social impact of personal choices	13c Work with faculty, administration, and students to assist them in understanding the social consequences of personal choices and to create a college environment where these consequences can be illustrated

Page 9d

Each of the professional roles described in the Developmental Vector #1 Chart probably are best carried out using instruction as the primary method of change; the roles described in the Developmental Vector #2 Chart likewise are best suited to a consultation strategy; and the roles in the Developmental Vector #3 Chart lend themselves to the use of milieu management techniques. Naturally, a well designed learning activity addresses the needs of each vector and utilizes each change strategy to achieve the best results.

What Is Different In Student Development Education For Me?

One probable implication for all professionals is that they may find it necessary to re-think, to re-negotiate, and to re-write their specific objectives. It will be necessary for all professionals to show specifically how they intend to help students achieve their goals in all developmental vectors. The material in the previous charts indicates generally what is expected of each role for each vector. What an individual professional will do specifically must be prepared in concert with others, to show how learning activities will be planned so as to cause learning at all levels of developmental need.

Implications for Teaching

Probably most teachers feel reasonably comfortable with the job they are doing under the circumstances presented to them; thus, two important questions are, "Why should I want to change what I am doing now?" and, "By what criteria will I know if I am becoming more developmental in my approach to teaching?"

Why change? Most colleges are committed to helping students become more competent, more self directed, and more "in command" of their world. Unfortunately, a total college effort has never been made, resulting in most classes over-emphasizing some needs and totally ignoring others. Many professionals may need to change in order to increase the odds of helping students to become fully developed. All professionals must assume greater responsibility for helping students achieve goals in every area of developmental need. An attitude that "I-do-my-part-let-others-do-their-part" is inadequate to achieve student development goals.

How will I know if I am teaching developmentally? This question could be seen as a very complicated and very sophisticated problem; however, it also may be seen in terms of its simplicity. The student development education process described earlier suggests three simple checks which indicate steps taken in the right direction:

1. Course and/or program objectives are determined by a team of professionals; not individually written by a subject matter expert.
2. Each class is managed so that the teaching/learning process is a logical sequence of events for every student including (1) assistance to every student to set own goals for the class, (2) determine how much of these goals have already been achieved and how much remains to be done, (3) utilize all approaches for changing student behavior (instruction, consultation, and milieu management), and (4) measure progress toward the achievement of student goals periodically during the class.

3. Each class is taught so as to use every available resource of the college including the students themselves to help students achieve their goals.

These criteria are indicators--not conclusive evidence--of developmentally oriented teaching.

Implications for Administration

Administrators must become educators. They must come to see their roles as having certain primary responsibilities to student development. Two obvious barriers to becoming more developmentally oriented exist for administrators. Both barriers must be overcome by generating new behaviors in administrators more appropriate to helping students achieve their goals.

1. Administrators traditionally have seen their work as a service to others, not as an educative process in itself. Much of the work of administration is maintenance and is a service to others, but this part of administration must never become 100 percent of the role.
2. The legacy of a status-based bureaucracy is counterproductive to student development. The I-am-better-than-you-because-of-my-title syndrome must be replaced with egalitarian attitudes reflecting equal status for all persons involved in the student development process.

The student development education concept suggests that administrators must view their work in much the same way as teachers view their work; that is, their work should be collaboratively planned. Similar to planning to teach a class,

it should be conducted systematically--not redoing old work but reaching out for timely objectives--and it always should follow the student development process as outlined earlier.

What overt behaviors of administrators would indicate developmental orientation? Without diminishing the importance of attitude change, this list deals with behaviors which can be seen or witnessed by others:

1. Anticipates necessary work
2. Conducts preventive acts
3. Conducts many face-to-face activities with associates
4. Models behavior expected in others
5. Works on problems existing in other administrative areas
6. Practices improving verbal communication skills
7. Sets priorities
8. Reinforces effective professional behavior in others
9. Structures frequent staff development activity for others
10. Serves as a member of teams developing objectives and strategies

As is the case with teachers and counselors, administrators must be in process of developing themselves. Their growth experiences will suggest directions for leadership for others.

Implications for Counseling

One major problem for counselors in implementing student development is that counselors typically have short-term contacts with a small number of students and with even a smaller number of teaching faculty. Thus, a major implication for counselors is that they must structure their work so as to have impact on larger populations. A one-on-one approach is quite effective for some learning

problems but not for most learning problems. The most urgent learning problems lie in pervasive issues like grading, attrition, reading levels, and self confidence factors. These issues must be attacked with powerful weapons designed to help large numbers of students to achieve their goals more effectively.

A comparison of a typical consultation strategy versus a typical developmental strategy may show the direction for change for many counseling responsibilities.

Consultation Strategy

1. Client informs professional of needs and/or problem
2. Professional assists client to clarify goals and/or set new ones
3. Professional assesses current client condition vis-a-vis goals
4. Professional utilizes eclectic approach to help client achieve goals
5. Professional and client determine degree of success in reaching goal

Developmental Strategy

1. Professional engages in proactive/preventive activities
   --assesses conditions of learning environment
   --identifies common barriers to learning
   --plans systematic approaches to reduce barriers
2. Professional collaborates with all significant components of learning environment to marshal resources to deal with barriers
3. Professional utilizes instruction, consultation, and milieu management to deal with the learning environment as a gestalt.

Stated another way, developmentally oriented counselors will do more

--diagnosing of environmental learning problems and designing programs to deal with them

--collaborating with others in designing learning activities for each class

--learning and practicing instructional strategies commonly used in classes

--developing in-depth understanding of learning modes and practicing their own skills in facilitating each mode of learning

--serving as member of teams developing objectives and strategies

Applications for Student Development Education

The most obvious implications of implementing student development education fully at El Centro College are that:

--all courses and program objectives will need review and possible revision

--all professionals will need to review and possibly to rewrite their objectives

--plans for specific in-service activities will need to focus on competency development for all professionals (i.e., administrators, teachers and counselors)

Illustrations in each of these areas will help to show how these changes might be initiated.

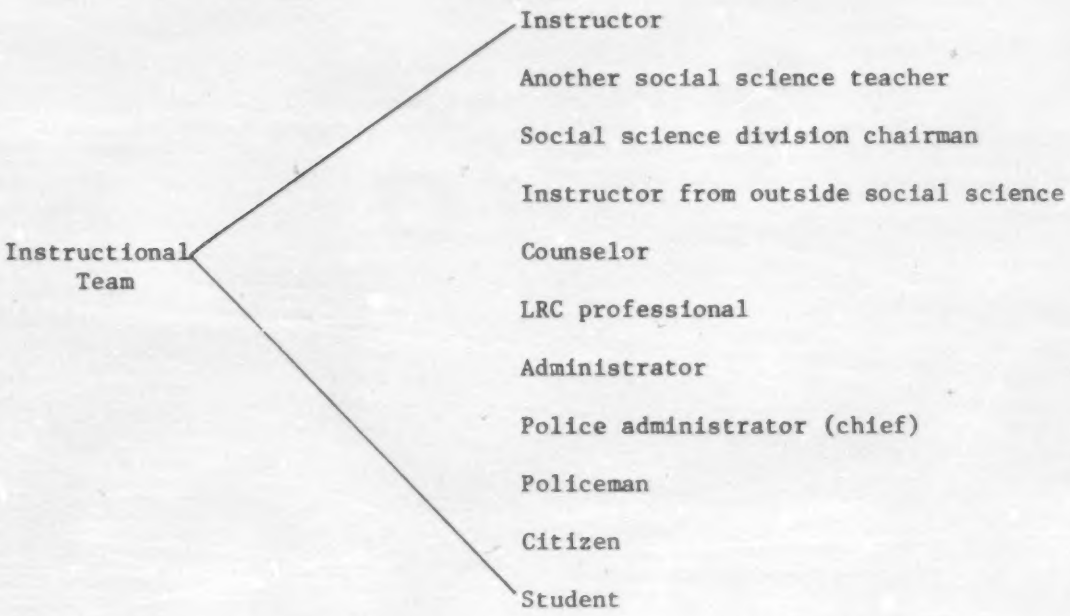
Course and Program Revision

The following outline suggests a possible sequence of events, questions to be answered, and possible strategies or activities to be used in redefining a

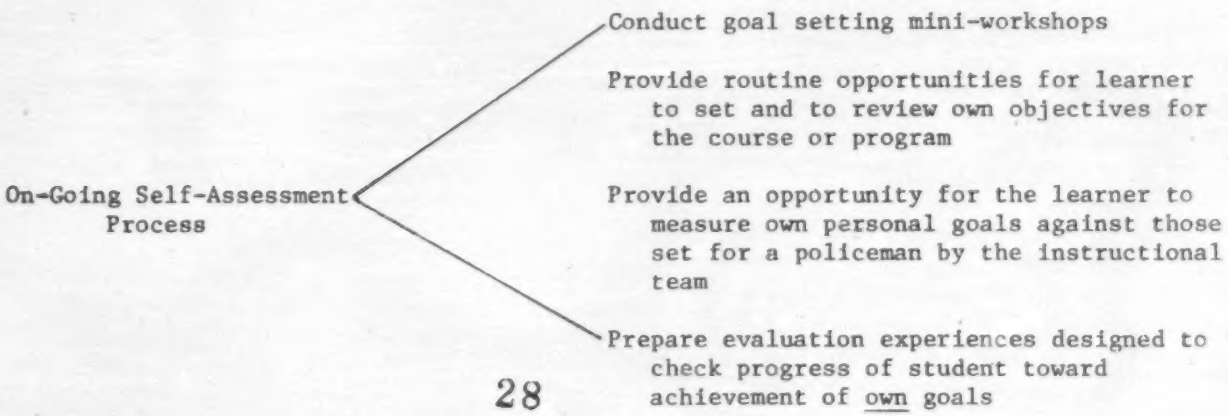
typical program of instruction. Police Science, housed administratively in the Social Sciences Division at El Centro, will be used as an example.

I. Goal Setting:

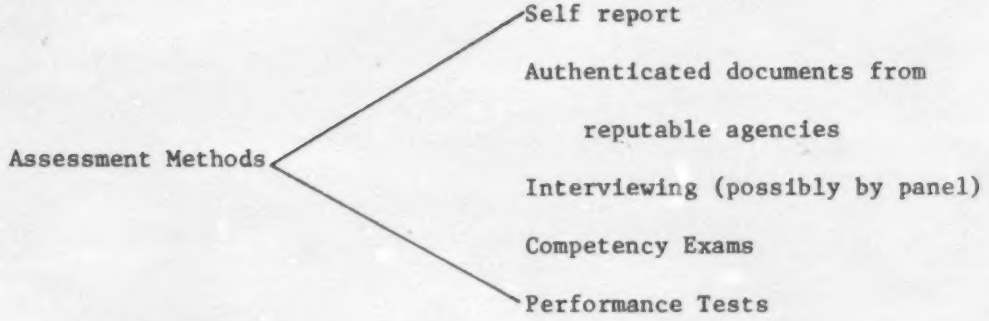
A. Who might collaborate with the instructor to set program objectives and to prepare the curriculum?



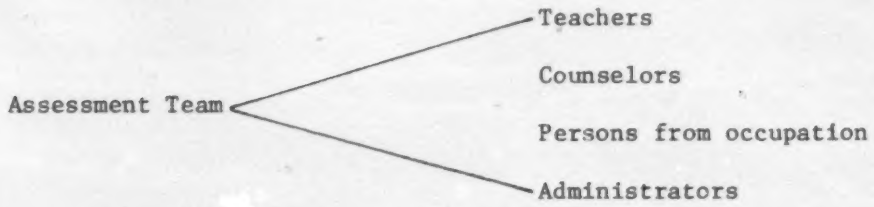
B. How can students be helped to formulate their objectives for the program within parameters set by the instructional team?


On-Going Self-Assessment Process
Conduct goal setting mini-workshops
Provide routine opportunities for learner to set and to review own objectives for the course or program
Provide an opportunity for the learner to measure own personal goals against those set for a policeman by the instructional team
Prepare evaluation experiences designed to check progress of student toward achievement of own goals

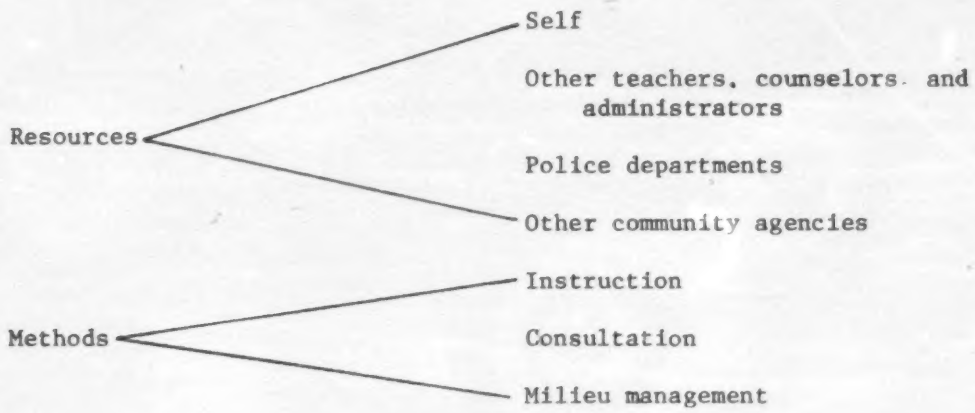
II. Assessment: What techniques can be used to determine competencies already learned?*



Who should prepare and conduct assessment procedures?

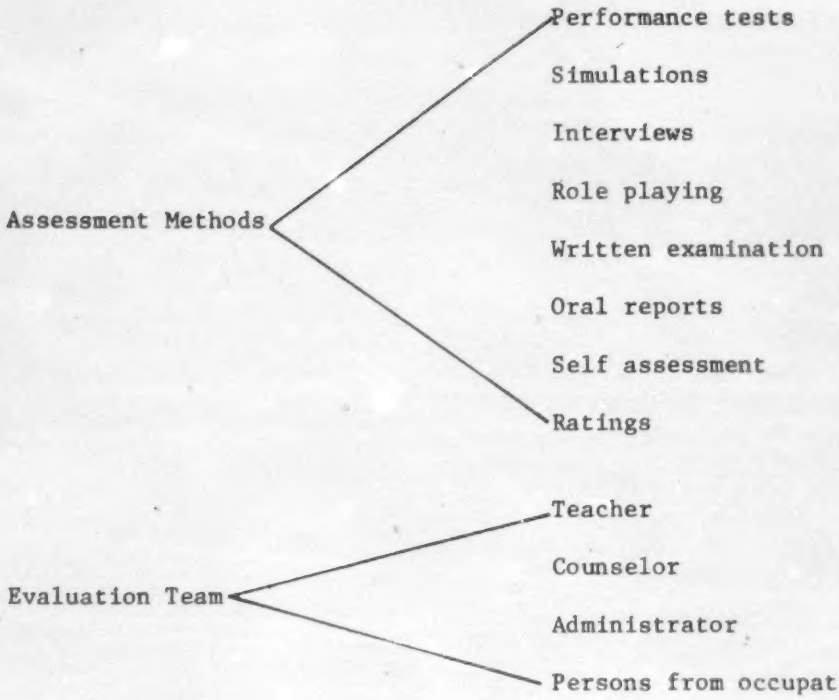


III. Change Strategies: What strategies and/or resources are available at El Centro College to help students achieve their objectives?



*This procedure is often called performance-based assessment.

IV. Evaluation: What evaluation--or continued assessment--methods might be used to determine progress toward objectives?



Program development is a cyclical process, constantly setting new goals and evaluating progress. The instructional and assessment teams must be active in examining the effectiveness of the program at any time and stand ready to initiate changes.

Professional Objectives

The primary questions to be answered regarding the individual objectives of all professional staff is, "Does my work involve me in some meaningful way in the developmental process for students?" "As a consequence of what I do, can I show a result in student outcomes, affecting all three developmental vectors?"

Most professionals have prepared objectives in the past which reflect a myopic responsibility toward overall student development. These objectives clearly have shown how professionals see their jobs and how they generally fit into an overall mission of the college, but typically do not show how they see the jobs of their associates in the same mission or what part they will play in helping them to meet their responsibilities.

Student development objectives must show the interdependent relationship of all professionals working toward the larger goal of developing students. Thus, objectives must be prepared in concert with other professional groups and must illustrate the interlocking responsibilities of all groups for the achievement of college goals.

An example of interlocking objectives can be seen in this illustration of a counseling program objective relating to developmental need number 7 as seen in Chart III: Views self with honesty and realism; personal view is generally congruent with others.

> Members of the counseling faculty will prepare and conduct periodically workshops for teachers dealing with feedback techniques such as responding and attending behaviors designed to stimulate student motivation.

This objective clearly relates to the administration's responsibility to ensure "realistic but non-destructive" feedback for all students, to the instructor's responsibility to "provide frequent, honest" feedback to students, and to the counselor's responsibility to "assist faculty and students in acti-

vities leading to . . . an honest self-concept."

A second illustration can be drawn from developmental need number 1 as seen in Chart II: Has acquired a saleable skill and/or is prepared to succeed in further academic study.

> In order to accomplish the purposes of the instructor's responsibility as seen in block 1b (at least in part) the Fine and Applied Arts Division will prepare performance tests to be used as final examinations and to be conducted by an assessment team of professionals for all Interior Design courses.

This illustration also suggests role responsibilities for administrators, counselors and other instructors to assist the Fine and Applied Arts Division in accomplishing the stated objectives.

Interlocking, interdependent objectives formulated and accomplished collaboratively provide a basis for learning strategies which address all developmental needs of students.

In-Service Programs

One of the demands of fully implementing student development is that all professionals must possess competency in all areas of the student development process. Goal setting, assessment, instruction, consultation, milieu management, and evaluation all are professional areas which require great skill in their use. It is reasonable to believe that not all professionals currently are fully competent in the use of all student development processes.

The initial thrust of the in-service program must be to increase competencies in all professional staff in the use of all student development processes. The methods used to bring about these changes in professionals should follow the student development model itself.

One illustration showing how to design in-service programs to strengthen competencies can be seen in individualistic staff development plans. Each professional uses self assessment methods to identify competency strengths and weaknesses and suggests to a supervisor how to best accomplish objectives which have been set. Such a plan has obvious drawbacks since it assumes equal understanding of and commitment to the student development education approach among all professionals, but the plan also has great advantages since it requires in professionals much of the same behavior as they will require in students who are trying to reach their objectives.

Another illustration can be seen in a team approach to planning in-service events for all professionals. A staff development team composed of persons from instruction, counseling, and administration might follow much the same scheme as was presented in the "Course and Program Revision" section above. The particular questions to be asked would vary slightly under each step; however, the total student development process is appropriate for planning, executing, and evaluating in-service programs.

In-service programs are the primary teaching vehicles to increase understanding and skill in the use of student development education methods among the professional staff. They should be conducted with the same precision as learning activities designed and conducted for students.

Summary

Student development education is a concept which refers to professional roles of administrators, teachers, and counselors in a competency-based learning system. This paper has defined student development education, has offered a taxonomy of developmental needs of students, has illustrated certain student competencies vis-a-vis specific professional role responsibilities, and has reviewed selected implications and applications for the student development education concept.

The value of the student development education concept lies not so much in what has been done with the fragments pulled together and presented here, but rather with the potential that this gestaltist approach offers to educators as they struggle to make learning more relevant, more integrated, more human. This is more of a discussion document than a prescription. It suggests more of a process for renewal from within than a blueprint for the redesign of education.

BIBLIOGRAPHY

1. "A Student Development Model for Student Affairs in Tomorrow's Higher Education," Journal of College Student Personnel 16: 334-341, American College Personnel Association, Washington, D. C., July, 1975.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 15 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES